DOCUMENT RESUME

ED 224 515 JC 820 561

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TITLE An Interactive Planning and Program Evaluation Model for Higher Education.
PUB DATE Nov 82
NOTE 17p.; Paper presented at the Annual Meeting of the North Carolina Association for Institutional Research (10th, Raleigh, NC, November 10-12, 1982).
PUB TYPE Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Planning; Community Colleges; Educational Planning; Evaluation Methods; Futures (of Society); *Long Range Planning; Management Systems; Organizational Objectives; *Systems Development; Two Year Colleges
IDENTIFIERS *Western Piedmont Community College NC

ABSTRACT

The model for long-range planning described in this report was instituted at Western Piedmont Community College (WPCC) in 1982. Introductory material outlines the elements of WPCC's planning process, i.e., the clarification of issues, the establishment of priorities, the achievement of consensus on courses of action, and the allocation of resources. This section also presents the major assumptions about the future that establish the parameters for long-range college planning, including decreases in funding, a continued increase in the nontraditional student population, and an increased emphasis on vocational and technical offerings. Following a brief review of the history of long-range planning at WPCC, the six stages of the college's planning system are presented: (1) a review in January of each year of WPCC's mission and goals by each major administrative unit; (2) a comparison of the mission and goals of each planning unit with those of the college and a review of college programs and services; (3) a written statement by each unit of future activities; (4) the compilation and review of proposed activities by the Long-Range Planning Committee (LRPC); (5) an overall evaluation of plans; and (6) an update of plans and evaluation of objectives by the Board of Trustees. Finally, the process of monitoring and evaluating the plan by means of monthly reports and quarterly reviews of planning objectives by the LRPC is presented. Forms and charts are included to illustrate various aspects of the planning process. (HB)

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AN INTERACTIVE PLANNING AND PROGRAM EVALUATION MODEL FOR HIGHER EDUCATION

Tenth Annual Meeting

North Carolina Association
For Institutional Research

November 10-12, 1982

Raleigh, N.C.

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ABSTRACT

Economic, political, and social factors are forcing institutions of higher education to systematically plan for the future. While using some of the techniques of business and industry, higher education must develop unique planning systems which deal with a dynamic set of internal and external sociopolitical conditions that create, occasionally, an unpredictable environment. Such a planning system must be an on-going comprehensive process with the frequent monitoring of the environment and with the periodic assessment of decision-making. To meet this need, an interactive planning and program evaluation model is proposed.

AN INTERACTIVE PLANNING AND PROGRAM EVALUATION MODEL FOR HIGHER EDUCATION

Introduction

Western Piedmont Community College believes that the best way to continue serving the educational needs of the people in this region is to implement a comprehensive and interactive long-range planning process. Institutions of higher education have changed dramatically during the past decade and will continue to change at a rapid pace. Recent State and Federal legislation, economic fluctuations, and enrollment trends have placed new demands upon colleges to plan for the future. At Western Piedmont long-range planning is viewed as a management tool which enables (1) the clarification of issues, (2) the establishment of priorities, (3) the achievement of consensus on a course of action, and (4) the allocation of limited resources. The process is active, not re-active, and systematic, not expedient. College policies and procedures related to future plans, along with a listing of dated college-wide long-range objectives, are to be found in the August 1982 publication, Western Piedmont Community College Long-Range Plans 1982-1987.

Since no one can foresee what will actually happen in the future, long-range planning by necessity is based upon available information, past experiences, and educated guesses about the future. It is this element of planning that requires us to work from a common set of assumptions to establish the parameters for long-range planning. The major assumptions thought to impact upon the future of Western Piedmont Community College are:

1. Change will be the hallmark of American education. Administrative and management capabilities will be improved with the development of systematic planning and management techniques and the increased use of computer technology.

2. Federal grants to higher education and to students will decrease sharply. State and local funds for construction and student loans will most likely remain at current low levels.

3. The State of North Carolina, and the Southeast in general, will continue to experience economic and population growth comparable to the national average.

4. Burke, and surrounding counties, will continue to experience growth and urbanization at a rate above the State average. Continued diversification of educational and occupational needs will require a significant expansion and modification of technical/vocational instruction facilities.

5. Following the current recession, inflation and growth in enrollments will produce on the average a two percent annual increase in State funds. County funds are projected to increase on the average at three percent per year. The judicious allocation of resources will permit operation at projected levels.

6. Funds for expansion and innovations will continue to be a major concern. Increased efforts will be made to obtain new funds from local, foundation, and private sector sources.

7. A WPCC trend toward more part-time students, women, minorities, early leavers, and older students will continue. The number of area high school graduates will decline; however, new programs and services, population growth, and changing economic conditions will produce an enrollment growth of approximately one percent per year.

8. Faculty and staff will be involved in meeting these changing conditions with the implementation of a college-wide staff development plan.

9. Educational programs will be strengthened by experimentation with alternative delivery systems, the integration of computer literacy into many curricula, the creation of a coherent developmental/remediation program, and the introduction of Cooperative Education.

10. Because of renewed emphasis by the Governor, Legislature, and Department of Community Colleges, curriculum programs will shift toward technical and vocational offerings. College Transfer programs will stabilize or increase slightly as more students begin their college education closer to home. Continuing Education will continue at its current level. A balanced curriculum will be maintained.

11. The mission of Western Piedmont will continue to be that of a comprehensive, community-oriented, two-year college committed to serving the educational needs of adults in this service area.

Long-Range Planning at Western Piedmont

In the past, planning efforts at WPCC centered around task force actions on curriculum programs, accreditation procedures, and current operations. A Future Plans Committee occasionally prepared five-year projections on enrollments, facilities, and other items. During the summer of 1980, staff members completed the first draft of a "Program Assessment and Planning Process" to encourage the systematic evaluation of current and future curricula programs. Following this, the Vice President of Academic Affairs initiated, and the President approved, the creation of a Long-Range Planning Committee to begin working on a college-wide planning system to comply with applicable sections of North Carolina General Statutes 115D, the Department of Community College Administrative Code 23.2B.0205, and the accreditation standards of the Southern Association of Colleges and Schools. Specifically, as of May 1982, the North Carolina Community College System requires:

> Each member institution of the Community College System shall operate in accordance with a long-range plan. As a minimum, the plan shall address program and facility needs and shall be submitted to the department in accordance with its procedures. The plan shall be reviewed periodically for the purpose of making revisions to assure its continued validity (DCC Administrative Code, p. 7).

In 1981, the Long-Range Planning Committee, with faculty and staff participation, developed an updated College Mission and Goals Statement. This statement was approved by the Trustees August 10, 1981. Using this as a beginning point and with the assistance of Title III federal funds, a consultant conducted two sessions on long-range planning that provided College administrators an opportunity to discuss institutional objectives. To provide supporting data, the committee chairman conducted a job and program interest survey among local residents, industries, and high school students.

Western Piedmont received approval of a second Title III grant for 1981-1982 which provided for the establishment of an Office of Planning and Research. As a half-time position, the director produced a "WPCC Fact Book" and proposed a college-wide planning system. Specific planning objectives were obtained from administrators, faculty, and staff at a two-day workshop held off-campus, and additional objectives were added following departmental and divisional meetings at the College. Another source of data and objectives for the current long-range plan came from the Self-Study activities and assessment of all program functions on campus. The first Long-Range Plans was published and distributed during August of 1982.

The Long-Range Planning System

Although derived from business and industry product-production models, educational planning is subject to internal and external forces that create a much more varied and unpredictable environment. Education is people-oriented and must, therefore, deal with a dynamic set of sociopolitical conditions that are often beyond the direct control of any educational planning system. State and County funding is erratic and subject to special budgetary restrictions. Fluctuation in the national economy can create rapid changes in enrollment patterns.

Many writers in the field today concur with B. R. Witkins' observation that there is no "right way" to develop a planning system. He states that, "In many cases, this probably means choosing features of several models to fit the local situation--and inventing others." This is the approach followed at Western Piedmont Community College in developing a comprehensive management and evaluation system to encourage long-range planning.

Systematic planning is a means for thinking about the future and a tool for the development of consensus about immediate and future needs. Illustrated as an annual cycle, the long-range planning system at Western Piedmont is, in fact, a continuous process with a "moving horizon" (see following schematic). In other words, the Long Range Plans for 1982-1987 has already changed significantly because of monthly monitoring, quarterly review by the Long Range Planning Committee, and the addition of new objectives (see Appendix A and B). The annual review of mission, goals, and objectives each spring (in conjunction with an assessment of all programs and services) permits the College to focus on a new budget year beginning in July and to develop an appropriate course of action. The publication of a new five-year Long Range Plans at the end of each summer is only incidental to the planning process and primarily serves as an official document to meet State and local requirements to publicize the planning procedures. The six planning stages are briefly described below.

STAGE ONE begins in January and requires a review of WPCC's Mission and Goals by each major administrative unit. Utilizing the current Organizational Chart, this approach permits the integration of existing administrative units into the planning system without creating new groups and new channels of communication. Designated as Planning Units, the major administrative planning divisions of the College are:

Ø1	Office of the President	Ø6	Continuing Education
Ø2	Academic Affairs	Ø7	Business Technologies
Ø3	Administrative Services	Ø8	Health Sciences
Ø4	Student Services	Ø9	Humanities/Social Sciences
Ø5	Learning Resources	1Ø	Natural Sciences/Engineering

STAGE TWO in the process compares each Planning Unit's Mission and Goals with those of the College and initiates a review of all academic and non-academic program functions and services (see schematic). All faculty and staff are involved as departments and committees within a Planning Unit work as subcommittees of the division.

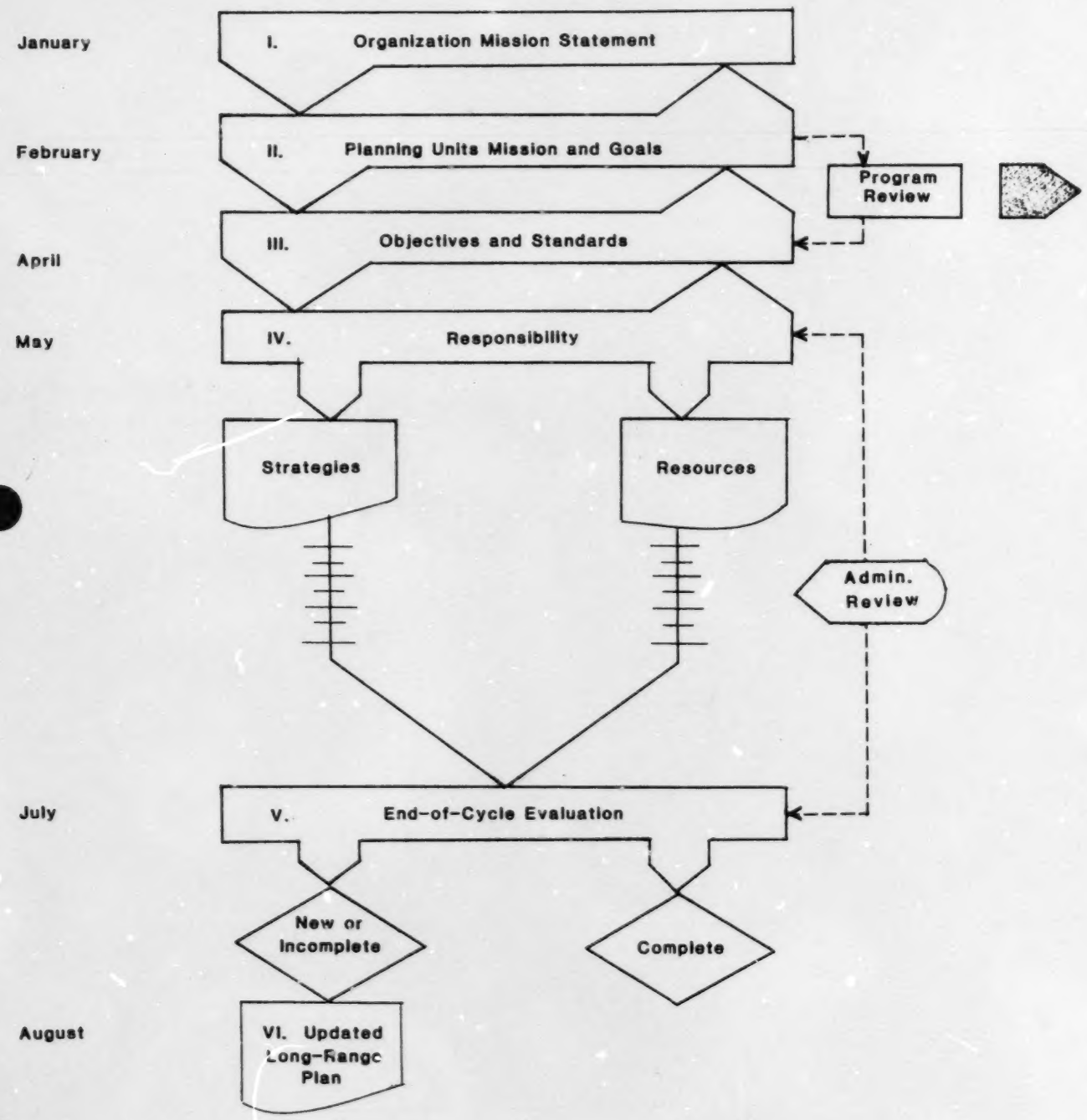
The *THIRD STAGE* is logistically the most difficult and functionally the most important. With mission, goals, and program review data in hand, each Planning Unit must now state in written form its future activities. Quantified objectives are produced which explain the "When," "What?," "How?," and "Who?" of proposed tasks. An attempt is made to focus on only those objectives deemed to be extraordinarily important to the Planning Unit, developmental in nature, and product oriented. Current operations are not stated.

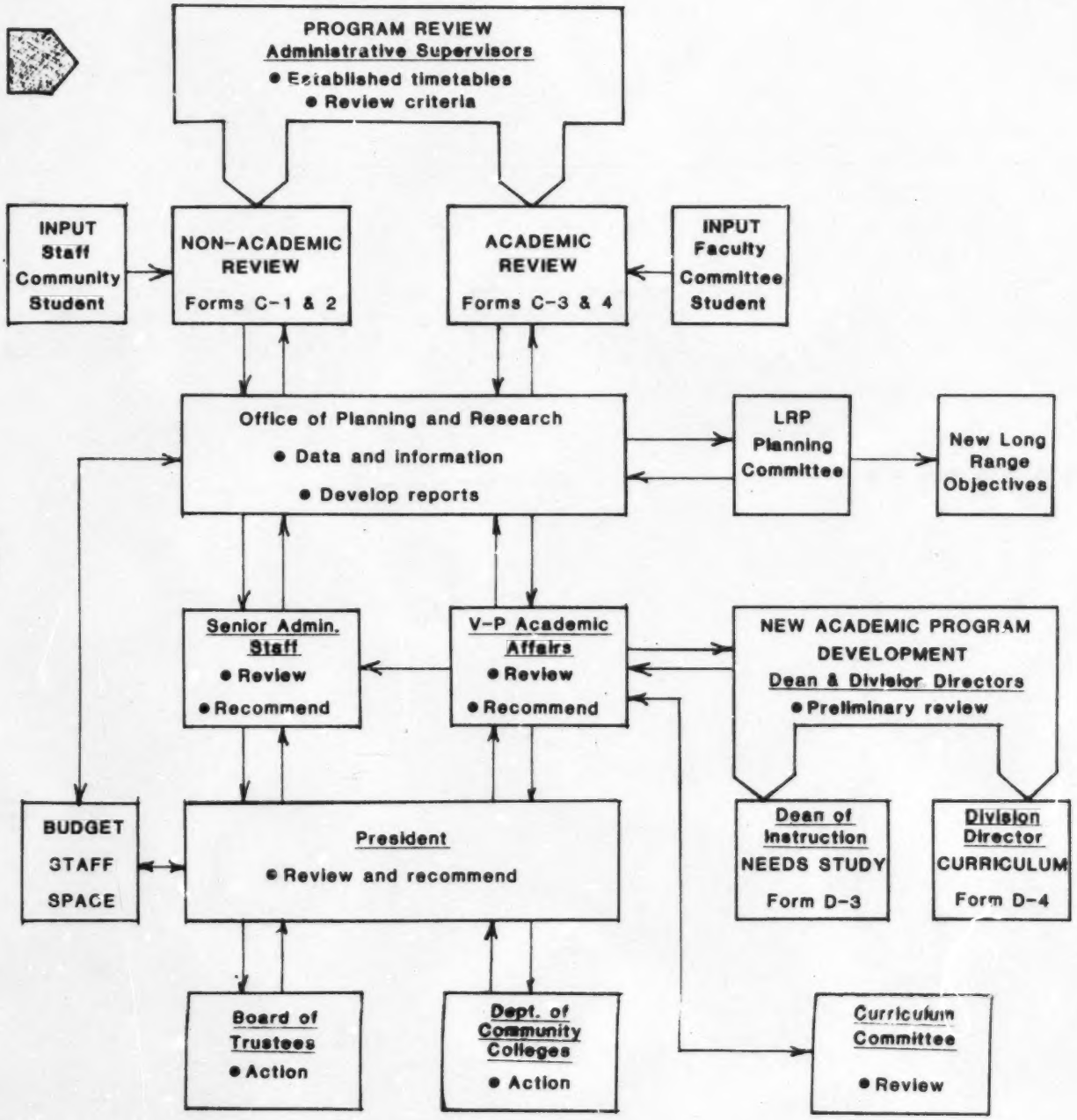
In the *FOURTH STAGE* of planning, the objectives of each Planning Unit are compiled by the Office of Planning and Research and forwarded to the Long-Range Planning (LRP) Committee for review. Chaired by the Director of Planning, the LRP Committee is comprised of the President, Vice-President for Academic Affairs, Vice-President for Administrative Services, Vice-President for Development, and Assistant to the President. Each objective is discussed in terms of institutional priorities. After all Planning Units have made presentations, supervisors develop divisional budgets for the coming fiscal year. During the year objectives, strategies, and resources are subject to modification as priorities and circumstances dictate.

STAGE FIVE, designated as the End-of-Cycle Evaluation, concludes the above process and includes an evaluation of WPCC's current Long-Range Plans to determine the status of past objectives. Completed objectives are identified and incomplete objectives are reviewed by the LRP Committee for possible modifications or deletion.

STAGE SIX, and the final step, results in an update of the Long-Range Plans for review by the Board of Trustees. These planning objectives are related to five operational categories as a check on the process: (1) Educational Programs, (2) Student Support, (3) Faculty/Staff, (4) Budget Resources/Facilities, and (5) Administrative Support.

AN INTERACTIVE PLANNING AND EVALUATION MODEL




PROGRAM REVIEW
Administrative Supervisors
• Established timetables
• Review criteria
INPUT
Staff
Community
Student
NON-ACADEMIC REVIEW
Forms C-1 & 2
ACADEMIC REVIEW
Forms C-3 & 4
INPUT
Faculty
Committee
Student
Office of Planning and Research
• Data and information
• Develop reports
LRP
Planning
Committee
New Long Range Objectives
Senior Admin. Staff
• Review
• Recommend
V-P Academic Affairs
• Review
• Recommend
NEW ACADEMIC PROGRAM DEVELOPMENT
Dean & Division Directors
• Preliminary review
BUDGET
STAFF
SPACE
President
• Review and recommend
Dean of Instruction
NEEDS STUDY
Form D-3
Division Director
CURRICULUM
Form D-4
Board of Trustees
• Action
Dept. of Community Colleges
• Action
Curriculum Committee
• Review

Monitoring and Evaluation Processes

All long-range planning systems produce "a plan"; however, the plan may often sit on a shelf collecting dust until someone feels a need to revise it. For a planning system to be on-going, interactive, and functional, the administrative organization must devote a significant amount of time to the monitoring of planning objectives in order to encourage their accomplishment. This is achieved at Western Piedmont by the monthly "Monitoring Report". The Office of Planning and Research prepares a list of current month, past month, and next month planning objectives for each Planning Unit supervisor to review and indicate the status of each objective. When problems arise, an objective may be modified or deleted after administrative review. In addition, all objectives are reviewed quarterly (July, October, January, April) by the Long-Range Planning Committee and new objectives discussed.

To manage this type of strategic planning, approved objectives are listed in an Apple II Plus 48K microcomputer with two disk drives and a printer. The file format follows Micro Lab's "The Data Factory" (4.0 version) and Apple DOS 3.3. Planning objectives may be accessed by any of four reference sources: year, year/month, responsible Planning Unit, or record number. Reproduced onto the CRT monitor or onto paper by the printer, the identified objective includes the responsible Planning Unit and the quantifiable objective. A strategy statement and a dated percent of completion are also included. The computer print-out appears as follows:

2. 1Ø/81 Ø3 BY OCTOBER, 1981, THE VICE PRESIDENT FOR ACADEMIC AFFAIRS WILL DISTRIBUTE A REVISED COLLEGE COMMITTEE STRUCTURE. FACULTY/COMMITTEE RECOMMENDATION; G. FOUTS CHAIRMAN. 1ØØ% COMP. 1Ø/15/81.

As mentioned previously, the annual review of mission and goals requires an assessment of all academic and non-academic functions at Western Piedmont. The non-academic review includes the Office of the President, Academic Affairs, Administrative Services, Student Services, and Learning Resources. The academic review includes Continuing Education, Business Technologies, Health Sciences, Humanities/Social Sciences, Natural Sciences/Engineering, and Cooperative Education. The Office of Planning and Research compiles the non-academic program review data into a report for the President and the academic program review data into a report for the Vice President for Academic Affairs (see Appendix C-1 & 2 and C-3 & 4). An administrative review determines which programs and services need to be continued, expanded, reduced, terminated, or modified. This important process establishes certain data bases and operational assumptions upon which new short-term and long-range objectives may be developed. Objectives dealing with the development of new curriculum programs are referred to the Dean of Instruction for further study (see schematic).

NEW PLANNING OBJECTIVES FORM

OFFICE OF PLANNING AND RESEARCH
WESTERN PIEDMONT COMMUNITY COLLEGE

Appendix A

PLANNING UNIT _____

SUPERVISOR _____ DATE _____

COMPLETE ALL SECTIONS BELOW. FILE ORIGINAL WITH WPCC'S PLANS. ATTACH TRANSMITTAL FORM TO COPY AND FORWARD TO YOUR IMMEDIATE SUPERVISOR. APPROVED OBJECTIVES ARE THEN SENT TO THE OFFICE OF PLANNING AND RESEARCH.

TASK:

PERFORMANCE MEASURE:

STRATEGY:

RESPONSIBLE PERSON(S):

PROJECTED DATE FOR COMPLETION:

LRP 1982

Appendix B

MONITORING REPORT

OFFICE OF PLANNING AND RESEARCH
WESTERN PIEDMONT COMMUNITY COLLEGE

PLANNING UNIT _____

SUPERVISOR _____

DATE _____ RETURN BEFORE _____

RESPOND TO EACH ITEM BELOW. ALL RESPONSES MUST BE WRITTEN ON THE ATTACHED LIST OF PLANNING OBJECTIVES. SIGN AND DATE THIS PAGE AND RETURN ALL MATERIALS TO THE OFFICE OF PLANNING AND RESEARCH. DO NOT DETACH THIS COVER SHEET

1. REVISIONS: INDICATE CHANGES IN PERSON(S) RESPONSIBLE, TASK, PERFORMANCE MEASURE, OR COMPLETION DATE BY EDITING THE ATTACHED PLANNING OBJECTIVES.

2. DELETIONS: WRITE "DELETE" ACROSS THE OBJECTIVE. YOUR IMMEDIATE SUPERVISOR MUST INITIAL DELETIONS.

3. STATUS: WRITE THE PERCENT (20%, 40%, 60%, 80%, 100%) OF COMPLETION AS OF THIS DATE FOR EACH PLANNING OBJECTIVE. "NO PROGRESS" OR "IN PROGRESS" INDICATES MINIMUM ACCOMPLISHMENT.

4. NEW OBJECTIVES: EACH NEW OBJECTIVE MUST BE SUBMITTED TO YOUR IMMEDIATE SUPERVISOR ON THE "NEW PLANNING OBJECTIVE FORM." INDICATE HERE THE NUMBER OF NEW OBJECTIVES SUBMITTED FOR THIS REPORT PERIOD: _____.

SIGNED _____ DATE _____

LRP 1982

NON-ACADEMIC PROGRAM REVIEW

Instructions: Please use the following format for the review of each service (program) in this planning unit. All sections must be completed before forwarding 5 copies to the Long-Range Planning Committee. Use this form as a cover sheet for supporting materials.

Date _____

Planning Unit _____

Supervisor _____

I. DESCRIPTION OF THE DIVISION
   A. Official Division Title
   B. Mission statement
   C. List in priority order the goals of this division

II. JUSTIFICATION FOR THESE SERVICES (narrative)
   A. Relate this division to appropriate College mission and goals
   B. Indicate professional, government, and/or Southern Association standards required and degree of compliance
   C. Identify subcomponent services to students and/or College needs
   D. Other comments

III. STAFF
   List names and major duties of each full and part-time staff member; indicate time (%) per year devoted to each major duty assignment

IV. FACILITIES AND EQUIPMENT
   A. List allocated offices and other spaces by location and function
   B. List by general category equipment, supplies, and materials required to maintain services (estimate current value or reference inventory reports)

V. PROGRAM IMPACT (narrative)
   Does this program impact on other programs or services within the College? Explain.

VI. CURRENT LONG-RANGE OBJECTIVES
- A. Indicate status of each program objective in the current Long-Range Plan by percent of completion as of current date.
- B. Indicate changes proposed in current objectives.

VII. NEW LONG-RANGE OBJECTIVES
- A. List proposed objectives for the next five years (prioritize objectives for the coming fiscal year); number and state each quantifiable objective by year and month to be completed; indicate responsible person(s)
- B. Indicate a performance measure (evaluation criterion) for each
- C. Indicate a preferred strategy for each objective
- D. Provide estimates of the additional costs required to implement each objective (consider facilities, equipment, personnel, and supplies)

VIII. REVIEW AND ACTION

A. Submitted by supervisor

_____ _____
Supervisor's Signature Date

B. Reviewed by Long-Range Planning Committee

_____ _____
Chairman's Signature Date

C. Final review

_____ _____
President's Signature Date

Note: *Comments and recommendations during the review process should be attached to this folder.*

ACADEMIC PROGRAM REVIEW

Instructions: Please use the following format for the review of each academic program in this planning unit. All sections must be completed before forwarding 5 copies to the Long-Range Planning Committee. Use this form as a cover sheet for supporting materials.

Date _____

Planning Unit _____

Division Director _____

Program _____

I. DESCRIPTION OF THE PROGRAM
   - A. Official Title and Curriculum Code
   - B. Mission statement
   - C. List, in priority order, the educational goals of the program
   - D. Degree, diploma, or certificate awarded

II. JUSTIFICATION FOR THE PROGRAM (narrative)
   - A. Relate this program to appropriate College mission and goals
   - B. Indicate past three years enrollment and number of graduates; project anticipated fall enrollments for next two years
   - C. Future employment and/or educational outlook for graduates (cite sources)
   - D. Other comments

III. PROGRAM REQUIREMENTS AND CURRICULUM (reference current College Catalog)
   - A. Admission requirements
   - B. Graduation requirements; courses by number, title and credits
   - C. Indicate professional, government, and/or Southern Association Standards required and degree of compliance

IV. FACULTY AND STAFF
   - A. List names and major duties (teaching, committees, club advisor, etc.) of each full and part-time faculty member; indicate time (%) per year devoted to each major duty
   - B. For each instructor, indicate average teaching load (contact hours) for current and past three quarters (excluding summer); compute FTE produced in each quarter
   - C. List names and major duties of each full and part-time staff member working with this program

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V. FACILITIES AND EQUIPMENT
   A. List allocated offices, classrooms, laboratories, and spaces by location and function
   B. List by general category essential program equipment, supplies, and materials (estimate current value or reference inventory reports)

VI. PROGRAM IMPACT (narrative)
Does this program impact on other programs or services within the College? Do faculty or staff impact on other programs or services? Explain.

VII. CURRENT LONG-RANGE OBJECTIVES
   A. Indicate status of each program objective in current Long-Range Plan by percent of completion as of current date
   B. Indicate changes proposed in current objectives

VIII. NEW LONG-RANGE OBJECTIVES
   A. List proposed objectives for the next five years (prioritize objectives for the coming fiscal year); number and state each quantifiable objective by year and month to be completed; indicate responsible person(s)
   B. Indicate a performance measure (evaluation criterion) for each
   C. Indicate a preferred strategy for each objective
   D. Provide estimates of the additional costs required to implement each objective (consider facilities, equipment, personnel, and supplies)

IX. REVIEW AND ACTION
   A. Submitted by Division Director/Dean

_____ _____
Division Signature Date

   B. Reviewed by Long-Range Planning Committee

_____ _____
Chairman's Signature Date

   C. Final Review

_____ _____
President's Signature Date

Note: *Comments and recommendations developed during the review process should be attached to this folder.*